

Organisation name	EF Cambridge
Inspection date	24–25 March 2026

Section standards	
<b>Management</b> The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
<b>Premises and resources</b> The premises provide students and staff with a safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
<b>Welfare and student services</b> The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation with a supplementary inspection this summer to assess the junior programme which could not be seen at the time of the inspection. However, Evidence must be submitted within three months to demonstrate that weaknesses in P1, S3, S6, and S7. have been addressed.

Summary statement
<p>The British Council inspected and accredited EF Cambridge in March 2026. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This large private language school offers courses in general English for adults (18+) and young people (16+), and vacation courses for under 18s.</p> <p>Strengths were noted in the areas of Strategic and quality management, Staff management, Student administration, Learning resources, Academic management, Course design, Learner management, and Leisure opportunities.</p> <p>The inspection report noted a need for improvement in the area of Publicity.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction
<p>EF Cambridge is part of the EF Education First group, which was established in 1965 and has its headquarters in Switzerland. In the UK, there are schools in Bournemouth, Brighton, Bristol, Eastbourne, London, Manchester, Oxford, and Cambridge. The Cambridge school runs an eight-week junior programme for 13 – to 17-year olds during the summer at a residential site belonging to Clare College. A central management team monitors and provides support to the UK schools with centralised policies and systems which are applied across the UK centres.</p>

Since the previous inspection, EF Cambridge has ceased to offer university pathway courses, and the executive centre is no longer in operation.

The inspection lasted a full day, a half day, and a part day. Meetings were held with the school director, accreditation and compliance manager, director of studies, assistant director of studies, facilities manager, student services manager, residence manager, homestay manager, and activities manager. Separate focus group meetings were held with a group of students and teachers. One inspector conducted virtual visits of one residence and two homestays. The Clare College site was not included in this visit and will be visited later this year when operational.

#### Address of main site

221 Hills Rd, Cambridge CB2 8RN

#### Description of sites visited

The main school in Hills Road is in a large Victorian building with an integrated extension, set in its own grounds. On the ground floor, there is an open-plan reception area and student lounge, office space for senior management and administration staff, four classrooms, the activities area, a lecture hall that can double as an extra student relaxation/dining facility, and the cafeteria. Two staircases lead to the upper floors, but there is also a lift available for those who require it. On the first floor, there are 11 classrooms and a quiet study area for students. On the second floor, are four classrooms and two storage rooms. Outside, there are seating areas for students, and table tennis and table football facilities. There are bicycle racks for students and staff.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied English/Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

The school offers year-round general English, and examination preparation courses for adults and young people (16- and 17-year olds). A junior programme for students aged 13–17 years is also offered in summer.

All general English courses include project sessions, which can either take place in the classroom or as a self-study component, and lectures, which are in addition to the general English component and can be either face-to-face or online. A variable number of special interest lessons (SPINs) are also included.

At the time of the inspection, the school was delivering general English courses and a number of SPIN classes, including examination practice, grammar, speaking and listening skills, reading and vocabulary, as well as conversation and debates.

#### Management profile

The school is managed by the school director (SD), who has been with the company for several years but has been at EF Cambridge since the beginning of this year. The director of studies (DoS) and assistant director of studies (ADoS) also started at the beginning of the year, although the latter has also been with the company for a number of years. The SD manages the other department leads, who have mostly been with the school for some time.

#### Accommodation profile

The school has a register of approximately 200 homestay hosts the majority of which can provide one twin room. Some hosts can accommodate three or four students at any one time. Most homestays require up to one hour of

travel to the school. Two self-catering residences operate throughout the year. Bridge House has a capacity for up to 22 students in single, twin or multi-bed rooms, and is for students aged 18+. Orchard House can accommodate 48 students in single rooms with shared bathrooms. There are 10 units available at Orchard house with 3-5 rooms per unit so units can be segregated by age and sex to accommodate students as appropriate. In the summer additional residences are used to meet the needs of the increased student numbers.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. Strategic and quality management systems are very strong, and staff management is effective with a particular focus on staff wellbeing and development. Student administration is efficient and very supportive. There were a number of issues with publicity with the brochure missing some key information.

*Strategic management, Staff management, and Student administration* are areas of strength.  
*Publicity* is a need for improvement.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises and facilities provide an excellent environment for students, but not all health and safety checks had been completed for one of the student residences. Learning resources are developed in-house and supported by a wide range of both physical and digital supplementary resources. Educational technology is well maintained and used with confidence.

*Learning resources* is an area of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff profile is entirely suitable, and academic management systems are good, with a particular focus on teacher development. Course design is based on very clear principles, and learner management systems are efficient and effective. The teaching observed met the requirements of the scheme.

*Academic management, Course design, and Learner management* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. Pastoral care and information are of a high standard, and the leisure provision is very good. Students benefit from well-managed student services, including a good range of out-of-class activities. Accommodation is satisfactory.

*Leisure activities* is an area of strength.

### Safeguarding under 18s

The provision meets the section standard. Overall, there is a clear and comprehensive policy and generally appropriate provision for the safeguarding of students under the age of 18 within the organisation. Safer recruitment is practised and supervision within scheduled activities is good. Parental consent and information about supervision outside the course programme is not consistently clear or easily accessible.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory

## Evidence

### Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength

M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

#### Comments

M1 Very clear values, standards, and mission statements are in place. These are reviewed on an annual basis, a process involving all staff across the company. The mission statement and values are also clearly displayed across documentation and notice boards.

M2 The provider has well-defined objectives for the future of the organisation. Comprehensive systems are in place to monitor progress as well as measure success.

M4 Communication works very well across the organisation using both face-to-face and digital channels. Staff also take full advantage of the possibility to communicate with others in similar roles across the different schools. Homestay events are held on a regular basis

M5 Students are given three opportunities to provide feedback during their stay. Feedback is collated, shared with relevant staff and used to identify areas requiring development. Further opportunities for students to provide feedback include the student council and the tutorial system.

M6 Staff feedback is sought informally on an ongoing basis, and an annual questionnaire is also used. Feedback from staff is collated and shared among the team. and examples were given of action taken directly in response.

M7 The organisation has a very effective quality review cycle, beginning at a global level, before regional and then local teams are involved. Feedback systems described above are key to the process.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

#### Comments

M8 All required HR policies and procedures are in place. These are reviewed regularly, and new ones are added as the need becomes apparent. Recent additions include policies related to A.I. and the menopause.

M10 Robust procedures are in place for staff recruitment, and evidence was seen of their consistent implementation. This has resulted in a well-qualified management team with wide experience of the sector.

M11 Induction procedures are both efficient and effective. This begins with an online onboarding process before the in-school elements, which include the opportunity to shadow those in similar roles either within the school or in another branch.

M13 CPD is very well supported within the organisation. Staff are actively encouraged to develop both within their roles and beyond them. Financial support is provided and staff engagement is high.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met

M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Strength
<b>Comments</b>	
M14 Students receive excellent support from the team at EF. Students have provided positive feedback on the helpfulness of the team, both in focus groups as well as in recorded feedback.	
M15 Comprehensive pre-course information is provided by the network of international sales offices where personnel can speak the language of the potential client. Students who have booked a course are offered an online pre-departure meeting with a member of the school's student services team.	
M19 A clear staged process is in place to deal with unacceptable student behaviour, and this is shared with students through a number of channels. Records show that the process is consistently applied.	
M20 The complaints procedure is clearly described, and information includes the opportunity to escalate concerns to an external body such as English UK. Record keeping on the school database is detailed and up to date.	

<b>Publicity</b>	Need for improvement
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	Not met
M27 Descriptions of staff qualifications are accurate.	Not met
M28 Claims to accreditation are in line with Scheme requirements.	Met
<b>Comments</b>	

Publicity comprises a brochure and website. The brochure is considered the main form of publicity.

M23 Although much of the required information on courses is easily located in course descriptions, maximum class-size was not part of this section, and neither were details on times of classes. The website was amended during the inspection, but times of lessons is still missing from the brochure.

M25 Useful information can be found for 16–17-year olds on adult courses, but no detail on the provider's junior programme is provided

M26 Accommodation options are described, but information on services such as the provision of bedding and towels, as well as cleaning arrangements, is missing. This was added to the website during the inspection but is still missing from the brochure.

M27 The description of 'highly skilled staff' on the website was not true of all staff members at the time of the inspection. This was amended during the inspection and is no longer a point to be addressed.

## Premises and resources

<b>Premises and facilities</b>	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

**Comments**

P1 Although in many respects, the safety and security of students is monitored closely, a fire risk assessment at one of the student residences is long overdue.

P2 The school building is very well designed. Care has been taken to provide access for those with physical impairments, including a lift. Students benefit from ample and varied spaces to spend time at the school outside of lessons. The premises are in an excellent state of repair and cleanliness.

P4 The school canteen provides a good range of freshly prepared meals as well as a welcoming environment in which to consume them.

P6 Staff benefit from large, bright, well-appointed offices. The teachers' room provides sufficient workspaces for all and is close to physical resources as well as computers and photocopiers.

**Learning resources****Area of strength**

P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.

Strength

P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.

Strength

P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.

Strength

P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.

Met

P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.

Met

**Comments**

P7 Custom-made materials have been developed for all general English as well as many special interest classes. They are attractive, up-to-date, and are supported by a wide range of supplementary materials, both paper-based and digital.

P8 As well as the core course materials, teachers benefit from subscriptions to online resource providers as well as tablets for classroom use.

P9 Educational technology is well provided for and well maintained within the school. Teachers receive very good support and training at induction, and all teachers used the technology confidently in observed lessons.

**Teaching and learning****Academic staff profile**

Met

T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.

T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.

T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.

**Comments**

The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context. The team is suitably qualified with a range of experience.

The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile. Support levels are differentiated according to the needs of individual teachers.

**Academic management****Area of strength**

T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.

Met

T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.

Strength

T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.

Strength

T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.

Strength

T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength

#### Comments

T5 As well as the ADoS and DoS, contracted teachers are available for cover at different times of the day.  
T6 Courses are scheduled with explicit consideration for continuous enrolment, and teachers are provided with detailed guidance on how to manage this effectively.  
T7 The academic induction of teachers is very thorough, and the process includes at least two observations of current teachers. Documentation and records evidence the consistent implementation of the procedure, and teachers felt very well supported upon starting with the school.  
T10 Regular CPD is provided internally for teachers and external opportunities are also well supported. Peer observations are a feature of internal CPD, and evidence was seen that teacher development sessions are informed by official observations carried out by the DoS.

Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Strength

#### Comments

T11 Course design is based on very clear principles, and materials have been developed in-house to match them.  
T13 Course design is reviewed on an ongoing basis, which includes obtaining feedback from both students and teachers on their experience of the courses in question.  
T14 Course outlines are available both through the in-house course materials as well as in weekly plans displayed in classrooms. Lesson observations showed that teachers make good use of the latter during lessons.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

T15 Placement procedures are well designed, and all major skills are tested. The classes observed were largely homogeneous. The identification of educational needs is part of the procedure.  
T16 Students are regularly tested on what they have learned, and progress is discussed in tutorials. All students have the option of an exit test which, if taken, is accompanied by a detailed report on individual progress.

#### Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	General English and Special Interest Classes (Exam, Skills, Conversation, and Grammar Practice).

#### Comments

None.

<b>Teaching: classroom observation</b>	<b>Met</b>
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Strength
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met

### **Comments**

T19 The vast majority of teachers provided clear, accurate models of language and displayed a sound knowledge of language systems.

T20 Very detailed class profiles were seen in all cases. Teachers showed good knowledge of their students' strengths and weaknesses, and in the stronger examples, effective differentiation was seen.

T21 Intended learning outcomes are made abundantly clear to students. Weekly plans are displayed and referred to as are the outcomes for the day. The staging of lessons was logical and helpful in the vast majority of cases.

T22 A range of teaching techniques was observed, including nomination, clear instruction giving, effective elicitation and prompting, concept checking, as well as good use of prediction exercises. In the weaker segments, opportunities to check understanding of both concepts and instructions were missed and monitoring was not always effective. In stronger segments, teachers monitored from a distance, and this was more productive with regards to feedback on performance.

T23 The classroom environment was generally well managed. Technology was used effectively and with confidence. Resources were appropriate in all cases. In a number of segments, interaction patterns were not varied, and in a few cases, the nationalities were not mixed. In stronger segments, this was done well and the positive effects were clear.

T24 In most segments observed, students were monitored and given on the spot feedback. In stronger segments, teachers monitored effectively and delayed feedback was a useful feature of the lesson.

T25 All lesson plans contained a review section at the end of the lesson as well as checking and production stages that preceded this. In the strongest lesson plans, the evaluation stage was utilised in original and meaningful ways.

T26 The vast majority of teachers promoted a positive learning atmosphere with good delivery, pace and encouragement. A number of the lessons seen were rather teacher-centred, which was not helped by the set up of classroom furniture. Where teachers were less directly involved in the interaction, the atmosphere was more dynamic and student-student interaction was prioritised.

### **Welfare and student services**

<b>Care of students</b>	<b>Met</b>
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met

<b>Comments</b>	
<p>W1 A very clear and comprehensive emergency plan is in place, together with practical supporting systems and documentation. For example, the school has a text alert system to contact students in the event of an emergency. They are able to alert students quickly to any issues and check the safety and status of the students. Practice drills are conducted regularly.</p> <p>W2 Pastoral care is of a very high standard with comprehensive student assistance from the school team. Staff receive formal training to enable them to support students: for example, several members of staff have completed mental health first aid training.</p>	
<b>Accommodation (W7–W18 as applicable)</b>	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
<b>Comments</b>	
<p>W8 The accommodation visited appeared reasonably clean, but student feedback and comments in the student focus group indicated that there had been some issues with effectiveness and frequency of cleaning schedules. A new cleaning contract has been agreed with a different supplier. The new company starts next month (April).</p>	
<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met
<b>Comments</b>	
<p>All criteria in this section are fully met.</p>	
<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
<b>Comments</b>	
<p>None.</p>	
<b>Leisure opportunities</b>	<b>Area of strength</b>
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength



## Comments

W19 Students receive comprehensive information via a number of channels, including digital platforms, posters and face-to-face contact. Students commented positively on the range and variety of activities available.

W20 A wide variety of activities is made available to students, and the needs of long-stay students is factored into the programme.

W23 Comprehensive induction and monitoring of leisure and activity staff is undertaken. The activity manager observes activity leaders and provides constructive written feedback.

## Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

## Comments

At the time of the inspection, 42 of the 159 students were under 18. There were 39 students in homestay and 3 students in the self-catering Orchard House residence. In the summer period the proportion of 16 and 17 year-olds is considerably higher with around 390 16 & 17 year-olds in the main school and 392 under 16s at the Clare College campus.

S1 The safeguarding policy is very thorough and supported by a suite of relevant practical documents.

S3 This criterion is partially met as medical consent is collected. Parents and guardians are unable to complete the online booking form without agreeing to the 'Terms and Conditions' (T&Cs). However, the details regarding the level of support and supervision of students are not easy to find on page five of the eight-page T&Cs. The specifics of what the parents/ guardians are agreeing to is insufficiently accessible and clear.

S6 Although there are a number of different rules to be found in a variety of places (student handbook, booking form, and code of conduct) there is no single set of rules made clear to everyone (students, parents, staff, hosts and residence staff), with supporting documented risk assessments appropriate to the age of the students and the location.

S7 Parental consent is in place for the 16 and 17 year-olds living in the self-catering residence, but there is no increased monitoring of the students' welfare by the provider.

## Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

### Comments

D1 The items sampled were satisfactory.

### Organisation profile

Inspection history	Dates/details
First inspection	1980
Last full inspection	2022
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	There are 7 other accredited EF across the UK which together with EF Cambridge form the EF International Language campuses UK division.
Other related non-accredited schools/centres/affiliates	EF International Language Campuses has approx. 25 schools around the world, teaching the language of the country where they are located, including US, Australia, Ireland, Malta and non-English speaking destinations such as Korea and Japan. EF Language Travel runs a number of non-accredited UK based summer schools offering recreational programmes for juniors.

### Private sector

Date of foundation	1965
Ownership	Name of company: EF Language Schools Ltd Company number: 0104318 N
Other accreditation/inspection	ISI

### Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	Clare College, Chesterton Lane, CB4 3AA Up to 16 classrooms used for a period of approx. 6 weeks from 5th July - 22nd August

Student profile	At inspection	Estimate at peak
	At inspection	July
<b>ELT/ESOL students (eligible courses)</b>		
Full-time ELT (15+ hours per week) 18 years and over	117	400
Full-time ELT (15+ hours per week) aged 16–17 years	42	390
Full-time ELT (15+ hours per week) aged under 16	0	392
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	159	1182
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–58	16–58
Adult programmes: typical length of stay	12 weeks	2 weeks
Adult programmes: predominant nationalities	French, Colombian, Japanese	French, Argentinian, Italian, Spanish and German
Junior programmes: advertised minimum age	N/a	13

Junior programmes: advertised maximum age	N/a	17
Junior programmes: typical length of stay	N/a	3 weeks
Junior programmes: predominant nationalities	N/a	Chinese, French, Italian, Portuguese and Taiwan

<b>Staff profile</b>	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	10	42
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	10	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	13	
Total number of support staff	0	

#### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	1
Academic managers without TEFLQ qualification or three years' relevant experience	1
Total	2

#### Comments

The ADoS teaches a total of 10 hours a week on average when needed. The DoS is not normally timetabled to teach.

#### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	9
A TEFL portfolio in progress*	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)*	0
Holding specialist qualifications only (for ESP/CLIL)*	0
Alternative professional profile*	0
Total	10

#### Comments

None.

#### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	82	39
Private home	0	0
Home tuition	0	0
Residential	32	3
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	3	0

Overall totals adults/under 18s	117	42
Overall total adults + under 18s	159	

**Items requiring early action**

Evidence must be submitted within three months to demonstrate that weaknesses in Premises and Safeguarding have been addressed.